

# Years 9–10 assessment techniques and conditions

## Humanities and Social Sciences — Economics and Business

This document outlines assessment techniques and response conditions to achieve range and balance within an assessment program. Schools consider the local context, and the age and capabilities of the students, when selecting appropriate assessment techniques and response conditions.

Techniques	Investigation	Project	Examination
<b>Description</b>	An investigation assesses students' abilities to question and research; interpret and analyse; apply economic reasoning, decision-making and application skills; and communicate and reflect.	A project assesses students' abilities to respond to a single task, situation and/or scenario.	An examination assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship.
	<p>An investigation requires students to locate and use evidence that goes beyond the data or information they have been given and the knowledge they currently have.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>• apply economics and business knowledge and skills to familiar, unfamiliar and hypothetical problems</li> <li>• develop questions and simple hypotheses to frame an investigation</li> <li>• present evidence-based conclusions and reasoned arguments.</li> </ul> <p>Research conventions must be followed, e.g. acknowledging sources, regardless of the presentation format.</p>	<p>A project requires students to demonstrate their knowledge, understanding and skills relating to business and economic concepts in authentic and/or real-world scenarios.</p> <p>A project could include creating a business, or studying possible expansion of an existing business.</p> <p>A project consists of at least two components drawn from:</p> <ul style="list-style-type: none"> <li>• practical</li> <li>• written</li> <li>• spoken.</li> </ul>	<p>An examination requires students to respond to one or more assessment items. These items are based on questions or tasks that are typically unseen. Questions or tasks may be based on stimulus material.</p> <p>Stimulus material may be seen or unseen.</p> <ul style="list-style-type: none"> <li>• Seen questions, statements or stimulus materials should be provided with sufficient time for students to adequately engage with the materials.</li> <li>• Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to, or have directly used, in class.</li> </ul>



Techniques	Investigation	Project	Examination
<b>Formats</b> (examples only)	<p>Formats include:</p> <ul style="list-style-type: none"> <li>written texts <ul style="list-style-type: none"> <li>analytical, persuasive or argumentative essay that answers a research question</li> <li>business feasibility or research report</li> <li>journal</li> </ul> </li> <li>spoken/signed or multimodal <ul style="list-style-type: none"> <li>formal speech suitable for a public audience.</li> </ul> </li> </ul>	<p>Formats include:</p> <ul style="list-style-type: none"> <li>written <ul style="list-style-type: none"> <li>brochure</li> <li>article</li> <li>report (business plan)</li> <li>essay</li> </ul> </li> <li>spoken/signed or multimodal <ul style="list-style-type: none"> <li>oral presentation</li> <li>seminar/slideshow</li> <li>podcast</li> <li>webpage</li> <li>device application</li> </ul> </li> <li>practical <ul style="list-style-type: none"> <li>graphic, e.g. logo design, letterhead, flow chart, advertisement</li> <li>business forecast, e.g. budget, statements, survey results</li> <li>documentation, e.g. banking, forms, accounts, agendas, run sheets.</li> </ul> </li> </ul>	<p>Formats include:</p> <ul style="list-style-type: none"> <li>short response items <ul style="list-style-type: none"> <li>paragraph response (standalone or linked to stimulus)</li> </ul> </li> <li>extended response items <ul style="list-style-type: none"> <li>essay response demonstrating an ability to interpret, analyse and evaluate stimulus in order to draw conclusions and/or make recommendations</li> </ul> </li> <li>response to stimulus.</li> </ul>
<b>Conditions</b>	<p>Suggested length:*</p> <ul style="list-style-type: none"> <li>written responses 400–600 words</li> <li>spoken/signed or multimodal responses 2–4 minutes.</li> </ul>	<p>Suggested length:*</p> <ul style="list-style-type: none"> <li>written responses 400–600 words</li> <li>spoken/signed or multimodal responses 3–4 minutes.</li> </ul>	<p>Suggested time:</p> <ul style="list-style-type: none"> <li>up to 90 minutes, plus 10 minutes perusal</li> </ul> <p>Suggested length:*</p> <ul style="list-style-type: none"> <li>400–600 words, comprising <ul style="list-style-type: none"> <li>short response 50–100 words per item</li> <li>extended response 400–600 words.</li> </ul> </li> </ul>
<b>Notes</b>			
Responses can be written, spoken/signed or multimodal (integrating visual, print and/or audio features), recorded or live.			
* Length of student responses should be considered in the context of the assessment. Longer responses do not necessarily provide better quality evidence of achievement.			